

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** PCB EDC 20-04 Education  
**SPONSOR(S):** Education Committee  
**TIED BILLS:** None **IDEN./SIM. BILLS:** SB 1220

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Education Committee		D'Souza	Hassell

### SUMMARY ANALYSIS

The bill provides flexibility for teacher preparation programs and professional development requirements in order to improve professional growth and student learning.

Specifically, the bill requires each district school board to calculate a proportionate share of professional development funds for each classroom teacher. Each classroom teacher must be allowed to use up to 25 percent of his or her proportionate share of funds to select professional development that addresses the academic needs of students or an identified area of professional growth. The DOE must identify professional development opportunities that would require the classroom teacher to demonstrate proficiency in a specific classroom practice.

The bill focuses teacher professional development on professional growth and student learning by allowing mandatory training on a topic not linked to these outcomes to count toward inservice requirements only once per 5-year professional certificate validity cycle.

The bill provides that students must meet the GPA and General Knowledge Test requirements to complete a teacher preparation program and removes the requirements as admission prerequisites. Accordingly, the bill removes the authority for teacher preparation programs to waive admission requirements.

The bill also requires the Commissioner of Education to submit a report by December 1, 2020, to the Governor, Senate President, Speaker of the House, the Board of Governors, and the State Board of Education, to provide recommendations addressing the feasibility of implementing the Pathways in Technology Early College High School program, or a similar program, in Florida.

The bill does not appear to have a fiscal impact.

The bill provides an effective date of July 1, 2020, except as otherwise provided.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### **Teacher Preparation Programs**

###### **Present Situation**

Postsecondary institutions offer teacher preparation programs to prepare future classroom teachers and result in a professional certificate for students who complete the program.<sup>1</sup> As part of the initial approval requirements<sup>2</sup> for a teacher preparation program, the program must require its students to meet, at a minimum, the following prerequisites for admission into the program:<sup>3</sup>

- Have at least a 2.5 GPA for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum of a 2.5 GPA from any college or university.<sup>4</sup>
- Demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination<sup>5</sup> or, for a graduate level program, obtain a baccalaureate degree from an institution.<sup>6</sup>

Teacher preparation programs may waive these admissions requirements for up to 10 percent of admitted students. Programs must implement strategies to ensure these students receive assistance to meet the professional certificate requirements and must annually report their status to the Department of Education (DOE).

###### **Effect of Proposed Changes**

The bill provides that students must meet the GPA and General Knowledge Test requirements to complete a teacher preparation program and removes the requirements as admission prerequisites. Accordingly, the bill removes the authority for teacher preparation programs to waive admission requirements.

##### **Professional Certificate Renewal**

###### **Present Situation**

All professional certificates are valid for 5 years and only one renewal may be granted during each 5-year validity period of a professional certificate.<sup>7</sup> Classroom teachers seeking to renew their professional certificate must earn a minimum of six college credits or 120 inservice points, or a combination of both.<sup>8</sup> For each area of specialization to be retained on a certificate, the teacher must earn at least three of the required credit hours or equivalent inservice points in the specialization area.<sup>9</sup>

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<sup>1</sup> Section 1004.04(1)(b), F.S. and s. 1004.04(2)(d), F.S.

<sup>2</sup> Section 1004.04(3)(a)-(c), F.S.

<sup>3</sup> Section 1004.04(3)(b)1.-2., F.S.

<sup>4</sup> See rule 6A-4.003(1), F.A.C. The college or university must be accredited by a regional accrediting association as defined by the State Board of Education (SBE) rule or any college or university otherwise approved by the SBE.

<sup>5</sup> See s. 1012.56(3)(a), F.S. and rule 6A-4.0021, F.A.C.

<sup>6</sup> See rule 6A-4.003(1), F.A.C. The institution must be accredited or approved by the SBE.

<sup>7</sup> Section 1012.585(2)(a), F.S. This excludes nonrenewable professional certificates, such as temporary certificates.

<sup>8</sup> *Id.*; see rule 6A-4.0021, F.A.C. and s. 1012.585(3)(b), F.S. In lieu of college course credit or inservice points, a classroom teacher may renew a subject area specialization by passage of a state board approved Florida-developed subject area examination or, if a Florida subject area examination has not been developed, a standardized examination specified in state board rule.

<sup>9</sup> Section 1012.585(3)(a), F.S. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the SBE in

Training in other topics such as drug abuse, dropout prevention, or child abuse and neglect may also be applied to certain specialization requirements or certain certificates.<sup>10</sup>

In addition to specialization requirements, each teacher must also earn a minimum of one college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities for renewal of a professional certificate.<sup>11</sup> This requirement may not add to the total 120 hours required by the DOE for continuing education or inservice training.

Current law requires school districts to develop a professional development system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations.<sup>12</sup> Among other things, the professional development system must:<sup>13</sup>

- support and increase the success of educators through collaboratively developed school improvement plans;
- assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- provide training to teacher mentors as part of professional development certification and education competency programs.

Specifically, a school district's professional development system must include a master inservice plan, or professional learning catalog, that identifies the educational training programs that may generate inservice points toward recertification or add-on certification.<sup>14</sup> Each district catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom.<sup>15</sup>

In addition to improving school district professional development systems,<sup>16</sup> the DOE is required to disseminate research-based professional development methods and programs that have demonstrated success in meeting identified student needs, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.<sup>17</sup>

School districts may require classroom teachers to earn inservice points on an annual basis in mandatory topics that are not related to professional growth or student learning, and do not contribute to the necessary requirements for professional certificate renewal. Such training may include topics such as bloodborne pathogen exposure prevention, hazard communication, and medication administration.<sup>18</sup>

## Effect of Proposed Changes

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the district's approved master plan for inservice educational training; however, such points may not be used to satisfy specialization requirements.

<sup>10</sup> See s. 1012.585(3)(a), F.S.

<sup>11</sup> Section 1012.585(3)(e), F.S.

<sup>12</sup> Section 1012.98(4)(b), F.S.

<sup>13</sup> See Section 1012.98(4)(b)1.-11., F.S.

<sup>14</sup> Section 1012.98(4)(b)5., F.S.; Florida Department of Education, *Master Inservice Plans*, <http://www.fldoe.org/teaching/professional-dev/master-inservice-plans-mip.shtml> (last visited Feb. 24, 2020).

<sup>15</sup> Section 1012.98(4)(b)5., F.S.

<sup>16</sup> Section 1012.98(4)(b)1., F.S.

<sup>17</sup> Section 1012.98(4)(a)1., F.S.

<sup>18</sup> Collier County Public Schools, *1<sup>st</sup> Year Teacher Completion Form*, <https://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/114/1stYearForm.pdf> (last visited Feb. 24, 2020).

The bill focuses teacher professional development on professional growth and student learning by allowing mandatory training on a topic not linked to these outcomes to count toward inservice requirements only once per 5-year professional certificate validity cycle.

## **School Community Professional Development Act**

### **Present Situation**

The School Community Professional Development Act requires each district school board to provide funding, from the base student allocation per full-time equivalent student or from other funds, for the professional development system<sup>19</sup> and direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support teachers in enhancing rigor and relevance in the classroom.<sup>20</sup>

### **Effect of Proposed Changes**

The bill requires each district school board to calculate a proportionate share of professional development funds for each classroom teacher. Each classroom teacher must be allowed to use up to 25 percent of his or her proportionate share of funds to select professional development that addresses the academic needs of students or an identified area of professional growth. The DOE must identify professional development opportunities that would require the classroom teacher to demonstrate proficiency in a specific classroom practice.

## **The Pathways in Technology Early College High School Program**

### **Present Situation**

The “Pathways in Technology Early College High School (P-TECH) 9-14 School Model” is a pioneering global education reform initiative created by IBM that prepares students with the academic, technical and professional skills required for 21<sup>st</sup> century jobs and ongoing education.<sup>21</sup> In September 2011, the first P-TECH school was launched in Brooklyn, New York, through a public-private partnership between IBM, the New York City Department of Education, and The City University of New York.<sup>22</sup> The P-TECH school was designed to accomplish two goals:

- Address the global “skills gap” and strengthen regional economies by building a workforce with the academic, technical and professional skills required for new jobs.
- Provide underserved youth with and innovate education that creates a direct pathway to college attainment and career readiness.<sup>23</sup>

From the first school launched in 2011, the P-TECH model has been implemented in over 204 schools across eight states in the United States and 16 international countries.<sup>24</sup> Over 500 companies are partnering with schools in industries, such as health information management, advanced manufacturing and energy technology.<sup>25</sup>

Students who participated in the first P-TECH Brooklyn School cohort achieved a 100 percent graduation rate from high school, and 112 students went on to graduate with both their high school and associate degrees in science, technology, engineering, or math (STEM).<sup>26</sup> The graduation rate for

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<sup>19</sup> See s. 1011.62, F.S.

<sup>20</sup> Section 1012.98(5), F.S.

<sup>21</sup> P-TECH, *About*, <http://www.ptech.org/about/> (last visited Feb. 24, 2020).

<sup>22</sup> P-TECH, *History*, <http://www.ptech.org/about/history/> (last visited Feb. 24, 2020).

<sup>23</sup> *Id.*

<sup>24</sup> P-TECH, *Our Schools Map*, <http://www.ptech.org/resources/schools-map/> (last visited Feb. 24, 2020). The eight U.S. states with P-TECH schools include New York, Illinois, Connecticut, Maryland, Colorado, Rhode Island, Texas, and Louisiana.

<sup>25</sup> P-TECH, *History*, <http://www.ptech.org/about/history/> (last visited Feb. 24, 2020).

<sup>26</sup> P-TECH, *Results*, <http://www.ptech.org/impact/results/> (last visited Feb. 24, 2020).

those students was more than four times the national on-time community college graduation rate, and five times the rate for students from low-income families.<sup>27</sup>

### *How the Model Works*

The P-TECH model is a partnership among K-12, postsecondary institutions, and industry, whereby the partners commit to providing students with rigorous and hands-on academic, technical, and workplace experiences.<sup>28</sup> P-TECH schools span grades 9-14, and enable students to earn both a high school diploma and a no-cost, 2-year postsecondary degree in a STEM field.<sup>29</sup> Students participate in a range of workplace experiences, which include mentorship, worksite visits, and paid internships. The P-TECH model is designed as a 6-year experience; however, students are able to move at their own pace and may complete it in 4 years.<sup>30</sup> The model is comprised of six key components:

- Public-Private Partnership: developing and sustaining partnerships with the school district, postsecondary institution, and one or more major employers.
- Six-Year Integrated Program: integrating high school and college courses, which are aligned to essential industry skills and lead to a postsecondary degree for students.<sup>31</sup>
- Workplace Learning: providing opportunities for students to obtain and develop workplace skills both in the classroom and with hands-on experiences.
- Open Enrollment: schools are open to all students and have no grade or testing requirements for admission.
- No Cost: the P-TECH school program and the associate degree earned is provided at no cost to students or their families.
- Access to Jobs: industry partners commit to making graduates first in line for jobs.<sup>32</sup>

Funding for a P-TECH school comes from a variety of sources including K-12 schools, postsecondary, workforce, and other grants. Ensuring adequate funding for the school is important for its ongoing sustainability and high-quality replication in a state.<sup>33</sup>

### **Effect of Proposed Changes**

To determine the feasibility of implementing the P-TECH program, or a similar program, in Florida, the bill requires the Commissioner of Education to submit a report by December 1, 2020, to the Governor, Senate President, Speaker of the House, Board of Governors, and the SBE, with recommendations addressing the feasibility of implementing in Florida.

The bill requires the P-TECH program, or a similar program, to achieve the following:

- Incorporate secondary and postsecondary education with workforce education and work experience in a flexible 6-year integrated model.
- Allow students to earn a high school diploma, an associate degree, and applicable industry certifications and gain work experience, within 6 years after enrolling in the 9<sup>th</sup> grade.
- Have an open enrollment policy that encourages a diverse student body, including students from low-income families and first-generation college students.
- Support student success through flexible class scheduling, advising and mentoring, and other wrap-around services.
- Provide seamless articulation to Florida's postsecondary institutions.

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<sup>27</sup> Rick Hess, *Straight Up Conversation: IBM Foundation Chief Jen Crozier on P-TECH Schools* (Oct. 18, 2018), [http://blogs.edweek.org/edweek/rick\\_hess\\_straight\\_up/2018/10/straight\\_up\\_conversation\\_ibm\\_foundation\\_chief\\_jen\\_crozier\\_on\\_p-tech\\_schools.html](http://blogs.edweek.org/edweek/rick_hess_straight_up/2018/10/straight_up_conversation_ibm_foundation_chief_jen_crozier_on_p-tech_schools.html) (last visited Feb. 24, 2020).

<sup>28</sup> P-TECH, *How it Works-The Model*, <http://www.ptech.org/how-it-works/the-model/> (last visited Feb. 24, 2020).

<sup>29</sup> P-TECH, *Mission*, <http://www.ptech.org/about/mission/> (last visited Feb. 24, 2020).

<sup>30</sup> *Id.*

<sup>31</sup> P-TECH, *College Partner*, <http://www.ptech.org/how-it-works/partners/college-partners/> (last visited Feb. 24, 2020). P-TECH schools are aimed at creating a structure that allows a student to complete an associate in applied science degree aligned to high-potential jobs. A choice between a maximum of two degrees provides greater structure and support for students.

<sup>32</sup> P-TECH, *How it Works-The Model*, <http://www.ptech.org/how-it-works/the-model/> (last visited Feb. 24, 2020).

<sup>33</sup> P-TECH, *How it Works-Funding*, <http://www.ptech.org/how-it-works/funding/> (last visited Feb. 24, 2020).

The commissioner's report must, at a minimum, include the following:

- Timelines for implementing a P-TECH program, or similar program, including courses of study which support completion in 4 to 6 years and which meet regional workforce demand.
- A funding model that provides the P-TECH program, or similar program, at no cost to students and may incorporate K-12, postsecondary, and workforce funding, grants, scholarships, and other funding options.
- Partnerships with industries and businesses, including private investment, work-based job training, internships, and priority placement for job opportunities after graduation.
- Recommendations for modifications, if any, to the school and school district accountability requirements.<sup>34</sup>

The bill provides that this section of law will be effective upon becoming law and expire on December 1, 2020.

**B. SECTION DIRECTORY:**

**Section 1.** Amends s. 1004.04, F.S., revising requirements for entrance into certain teacher preparation programs.

**Section 2.** Amends s. 1012.585, F.S., limiting the types of training for which a teacher may earn inservice points.

**Section 3.** Amends s. 1012.98, F.S., requiring district school boards to calculate an amount for use by teachers for professional development.

**Section 4.** Requires the Commissioner of Education to submit a report by December 1, 2020, on the feasibility of implementing a certain program.

**Section 5.** Provides an effective date of July 1, 2020, except as otherwise provided.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

**A. FISCAL IMPACT ON STATE GOVERNMENT:**

1. Revenues:

None.

2. Expenditures:

None.

**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

None.

2. Expenditures:

None.

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

None.

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<sup>34</sup> Section 1008.34, F.S.  
**STORAGE NAME:** pcb04.EDC  
**DATE:** 2/25/2020

D. FISCAL COMMENTS:

None.

**III. COMMENTS**

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

**IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

Not applicable.